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17. ABSTRACT (MAX. 250 WORDS)

Included in this guide are overviews of the social studies curriculum in grades 5, 8, and 11, with suggested time allotments for each unit. General objectives and skills to be developed, reinforced, and extended for the 8th grade are listed. Unit outlines indicate the major topics to be developed, the content, and suggested activities. Specific teacher references and available audio-visual aids are given at the end of each unit. Listed at the end of the guide is a general bibliography for teachers and more able students. An observation is made that the study of current events should be used continuously in this grade to link the past with the present.

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Course of Study

UNITED STATES HISTORY

Grade 8

THE BOARD OF PUBLIC EDUCATION

Pittsburgh, Pennsylvania

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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COURSE OF STUDY

UNITED STATES HISTORY

Grade 8

Division of Curriculum Development and Research

THE BOARD OF PUBLIC EDUCATION

Calvin E. Gross, Superintendent

PITTSBURGH, PENNSYLVANIA

April 1963

Educational Materials Laboratory
MAY 1965
HEALTH, EDUCATION, AND WELFARE

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INTRODUCTION AND PLAN OF ORGANIZATION

In the eighth grade social studies course emphasis is placed on United States history. The content of the course of study is closely related to the textbook, *Story of the American Nation,*[1] and develops in some detail the domestic problems and foreign relations of the United States.

Each semester contains approximately ninety-five days. Seventy-seven days have been allotted as the time needed to cover the units as outlined; three days are suggested for review; and fifteen days may be used for orientation, current events, activities, and for make-up work. The work of the first semester is organized into six units covering the time from the discovery of this continent through the period of the Civil War and the ensuing reconstruction. The outline for the second semester is divided into four units covering the industrial expansion following the Civil War, the settlement of the West, and on through to the present struggle against communism.

Because of the emphasis placed on the period of exploration and discovery in grade 5, the 12 days allotted for Unit 1 should provide an adequate review of this material. Sixty-five days have been allotted for the completion of Units 2 through 6. The last four units are organized into the second semester to enable the teacher to emphasize and complete the coverage of modern history.

Included in the course of study are overviews for grades 5, 8, and 11 to show what is being taught in American history courses in the Pittsburgh Public Schools.

Suggested Activities

The textbook, teacher's manual, and *Course of Study in the Social Studies for Secondary Schools,* Bulletin 410,[2] contains numerous suggestions concerning activities for each chapter and unit. While these references are extensive, they are by no means exhaustive. The teacher is free to use any appropriate activity which is designed to accomplish the objectives of the unit.

Teacher's References

A general bibliography for teachers is listed at the end of this course of study. At the end of each unit some specific teacher's references will be found. These books may also be used for able students.

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[1] Mabel B. Casner and others, *Story of the American Nation.* New York, Harcourt, Brace and World, Inc., 1962.

[2] *Course of Study in the Social Studies for Secondary Schools,* Bulletin 410, Harrisburg, Department of Public Instruction, Commonwealth of Pennsylvania, 1951.

Audio-Visual Aids

The visual aids compiled at the end of each unit are listed in the *Catalog of Audio-Visual Materials*. The committee has listed several which are best suited to the particular unit. No attempt was made to include filmstrips or slides. For additional visual aid materials refer to the *Catalog of Audio-Visual Materials* and its supplement.

Student Bibliography

The adopted text, *Story of the American Nation*, contains suitable bibliography at the end of each unit which can be of real assistance in supplementing the text and this course of study.

Text for Slow Learners

For students with limited ability, consult with your social studies supervisor about the possibility of using *The Growth of America*.[1]

Current Events

The study of current events should be used continuously to link the past with the present.

---

[1] Rebekah R. Liebman and Gertrude A. Young, *The Growth of America*. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959.

OVERVIEW FOR GRADE 5

First Semester

Text: Cooper, Sorensen, Todd, *The Changing New World, North and South America.* Silver Burdett, 1961.

Units

The New World--Then and Now (Introduction) (1 week)

Europeans Explore and Settle the New World (4 weeks)

- A New World Appears on the Map
- Spaniards Build Colonies in the New World
- Exploring and Settling Canada
- England Builds Colonies Along the Atlantic Coast

The American Colonies Win Their Independence and Start a New Nation ($4\frac{1}{2}$ weeks)

- The British Colonies Win Their Independence
- The Birth of the Republic

From the Atlantic to the Pacific (Interunit) (1 week)

The Americans Move Westward to the Pacific (3 weeks)

- The Northeast Grows and Changes
- The Middle West Grows and Changes
- The South Grows and Changes
- The West Grows and Changes

The American Story (Interunit) ($\frac{1}{2}$ week)

War Divides the States (1 week)

- The Nation is Divided and Unites Again

The Nation Grows and Becomes a World Power (4 weeks)

- Changing Ways of Living on the Great Plains
- Carrying the American Flag to Distant Lands
- The United States Becomes a Great Industrial Power
- The United States Becomes a World Leader

Second Semester

Units

Regional Geography of the United States (11½ weeks)

- The United States and Canada Today (Interunit)
- The Northeast Today
- The Middle West Today
- The South Today
- The Great Plains Today
- The West Today
- Our Youngest States and Other American Lands

Regional Geography of Canada (2 weeks)

- Canada Today

Latin American Lands (Interunit) (½ week)

Regional Geography of Latin America (5 weeks)

- Middle America
- Beginning South America Today--Countries of the Northern Andes
- Chile, Argentina, and Two Small Neighbors
- Brazil

OVERVIEW, GRADE 8

Text: Casner, Gabriel, Biller, Hartley, *Story of the American Nation.* Harcourt, Brace and World, 1962.

Units	Page References	Time Allotment
I. Europeans Start Colonies in the Americas (1450-1763) A. Beginning of trade between Europe and Asia B. Reviewing America's discovery, exploration, and settlement C. Identifying the roots of America's heritage D. Viewing the struggle among European nations for the New World	2-115 (parts)	12 days
II. The English Colonies Win Their Independence (1763-1787) A. Resisting British authority B. Securing liberty through the American Revolution C. Tracing the expansion of our territory as a result of the treaty of 1783	116-157	12 days
III. Free Americans Form a Strong Democratic Union (1783-1823) A. Forming a new government upon the Articles of Confederation and the Constitution B. Challenging the domestic and foreign problems following the Revolution C. Creating new states out of the territories D. Improving land and water transportation	158-289	17 days
IV. The Spirit of Democracy Grows in the Nation (1823-1860) A. Extending democratic ideas and practices under Jackson B. Emerging sectional differences C. Enriching American culture	290-319	7 days

Units	Page References	Time Allotment
V. Machines and Industry Spur America's Growth (1787-1860) A. Revolutionizing industry and trade B. Expanding our national boundaries to the Pacific C. Exploring and settling the West	320-381	12 days
VI. A Strong Nation Arises From the Ruins of War (1860-1877) A. Identifying the sectional differences leading to the Civil War B. Fighting to preserve a united country C. Rebuilding the nation after the Civil War	382-435	17 days
Review of First Semester	2-435	3 days
VII. Americans Build a Strong Industrial Nation (1865-1917) A. Settling and conquering the frontier B. Building an industrial nation C. Understanding the problems resulting from industrialization	436-503	19 days
VIII. The Nation Takes a Leading Role in World Affairs (1865-1930) A. Increasing American influence in world affairs B. Acquiring territories beyond our borders C. Analyzing the causes, events, and results of World War I	504-563	19 days
IX. Americans Defend Democracy in a Troubled World (1930-1945) A. Facing the threat of a world depression B. Developing friendly relations with countries in the western hemisphere C. Examining the causes, events, and results of World War II D. Attempting to maintain peace through the United Nations	564-631	20 days

Units	Page References	Time Allotment
X. American Democracy Meets the Communist Threat (1945-present) A. Accepting world leadership against communism B. Helping to solve postwar problems in Europe and Asia C. Strengthening defenses at home and abroad D. Analyzing and attempting to solve present-day problems E. Widening scientific and technological knowledge	632-705	19 days
Review of Second Semester	436-705	3 days

Fifteen (15) days are allowed each semester for orientation, current events, activities, and make-up work.

Wherever possible, current events should be included with the unit.

OVERVIEW FOR GRADE 11

Text: Graff and Krout, *The Adventure of the American People.* Rand McNally and Company, 1960.

I. Europe Transplanted to the New World, 1492-1783 (13 lessons)

- A. Political and religious institutions in the English colonies
- B. Meaning and influence of the Declaration of Independence
- C. Results of the Revolutionary War

II. Making a New Nation, 1783-1828 (20 lessons)

- A. Creation of a strong central government--an historical approach
- B. Federalist economic programs
- C. Foreign relations
- D. Development of nationalism

III. Resurgence of the Spirit of Sectionalism, 1828-1850 (20 lessons)

- A. The Industrial Revolution in the North
- B. The agrarian economy of the South
- C. Aggressive expansionism in the West
- D. Political, social, and economic reform

IV. Testing the Federal Union, 1850-1877 (15 lessons)

- A. The slavery issue leads to secession
- B. Military events, domestic and foreign problems
- C. The victors impose reconstruction

V. Economic Development, 1860-1914 (12 lessons)

- A. Factors stimulating the growth of large-scale industry
- B. The effects of new types of economic organization
- C. Economic development in the West

VI. Political Events and Economic Developments, 1877-1914 (13 lessons)

- A. Political campaigns and issues
- B. Labor organizational activities
- C. The farm problem and Populist movement

VII. Foreign Affairs, 1867-1917 (10 lessons)

- A. The debate over imperialism
- B. United States policy in East Asia
- C. Military and diplomatic activities in Latin America

VIII. The Progressive Era, 1900-1917 (8 lessons)

- A. Background to progressive movement from earlier reform movements
- B. Activities and influence of "muckrakers"
- C. Important milestones of reform

IX. Involvement in Europe, 1914-1921 (6 lessons)

- A. Forces for an against isolation and neutrality
- B. Military and home-front programs
- C. The struggle to insure continued United States leadership in the postwar period

X. Postwar Prosperity and the Great Depression, 1920-1939 (15 lessons)

- A. Changes in American life
- B. Economic background to the depression
- C. Government measures for recovery and reform
- D. Evaluation of the New Deal and part of the reform movement

XI. From Isolation to Participation, 1930-1946 (10 lessons)

- A. Good Neighbor policy
- B. United States leadership in World War II
- C. Diplomacy during World War II

XII. United States and the World Since World War II, 1945-1962 (18 lessons)

- A. Genesis of the "cold war" and United States response to it
- B. Results of United States economic aid to war-torn and underdeveloped countries
- C. Scientific and military changes
- D. The continuing struggle for domestic reform

GENERAL OBJECTIVES

1. To acquaint the pupil with the great heritage of his community, state, and nation and to help him appreciate the great men and women who have contributed to his heritage

2. To develop an awareness of the interdependence of all people and a recognition of the importance of world understanding and co-operation

3. To build an understanding of the development of historical change that has resulted in the United States becoming a world leader and a recognition of the challenges to our leadership and our American way of life

4. To provide background for the understanding and appreciation of current problems in American life and to create the will to participate intelligently in their solution

5. To emphasize the privileges and responsibilities of citizenship in a democracy, and to develop respect for the dignity and worth of each individual regardless of his race, religion, or socioeconomic background

6. To help pupils appreciate the economic forces that are constantly pressuring man to make changes in his living habits

7. To reinforce and develop further the social studies skills and research techniques essential to the understanding of historical facts and concepts

SKILLS TO BE DEVELOPED

1. The ability to use language arts skills effectively in the study of American history

2. The ability to locate and use effectively various sources of information related to the study of American history

3. The ability to think critically and to make judgments based on historic facts

SKILLS TO BE REINFORCED AND EXTENDED

4. The ability to interpret, utilize, and make maps, graphs, charts, pictures, diagrams, and cartoons

5. The ability to recognize and evaluate cause and effect relationships

6. The ability to participate in group living in a democratic manner

7. The ability to understand time relationships in history

UNIT OUTLINES--FIRST SEMESTER

Unit I. Europeans Start Colonies in the Americas (1450-1763)

12 Days

In Unit 1 some attention should be given to the plan and organization of the textbook; pages 11 and 12 of the Teacher's Manual and Resource Guide should be helpful. Eighth-grade students have a fairly extensive background of the material covered in Unit 1, consequently, only 12 days have been allotted this unit. It is expected that the teacher will be guided by the major topics to be developed in this unit and will assign for study only those pages directly involved.

Special emphasis should be given to the unique role that Pennsylvania has played in establishing religious liberty and Quaker ideals. *Our Pennsylvania Heritage*[1] will be a valuable source of information.

Major Topics to Be Developed

1. The motives of the explorers
2. The rivalry for the New World
3. The establishment of the foundations of our American heritage (Emphasis on Pennsylvania)
4. The influence of natural resources on economic life
5. The emergence of England as the New World leader

Content

I. Europeans in Search of Asia Discover a New World (pages 4-22)

- A. Trade development between Europe and Asia
- B. Search for new routes to Asia
- C. Discovery of the New World

II. Spain Grows Powerful but Is Challenged by England (pages 23-42)

- A. Spanish conquests and settlements in the New World
- B. Spanish influences in the New World
- C. Rivalry between Spain and England

---

[1] William A. Cornell and Millard Altland, *Our Pennsylvania Heritage* State College, Pennsylvania, Penns Valley Publishers, Inc., 1961.

III. England Develops Sturdy Colonies in North America (pages 43-66)

A. Establishment of colonies

1. Virginia
2. New England
3. Middle
4. Southern

B. The role of Pennsylvania

IV. Our American Ways of Life Begin to Develop (pages 67-96)

A. Differences in regional development

B. Establishment of overseas trade

C. Development of government, religious worship, and education

D. Contributions of various nationality groups

V. Great Britain Wins New Territory in North America (pages 97-112)

A. French explorations and settlements in the New World

B. Hostilities between France and England

Suggested Activities

Refer to "Your History Workshop," page 113 in the textbook

Refer to Teacher's Manual and Resource Guide

Refer to *Course of Study in the Social Studies for Secondary Schools*, Bulletin 410, Department of Public Instruction

Teacher's References

Osgood, Herbert L., *The American Colonies in the Eighteenth Century*, 4 Volumes. New York, Columbia University Press, 1924.

Commager, Henry S., editor, *Documents of American History*, Fourth Edition. New York, Appleton-Century-Crofts, 1948.

Visual Aids

Age of Discovery: Spanish and Portugese Explorations	SM 583.0	11 minutes
Colonial Expansion	SM 582.4	10 minutes
Early Settlers of New England (Salem)	SM 582.9	11 minutes
Spanish Influences in the United States	SM 582.52	10 minutes

Eighteenth Century Life in Williamsburg, Virginia	SM 582.46	33 minutes
English and Dutch Colonization in the New World	SM 582.63	11 minutes
English Influences in the United States	SM 582.47	10 minutes
William Penn and the Quakers (The Pennsylvania Colony)	SM 582.70	11 minutes

Unit II. The English Colonies Win Their Independence (1763-1787)

12 Days

Major Topics to Be Developed

1. The underlying causes of the American Revolution
2. The struggle for American independence
3. The results of the American Revolution

Content

I. The Colonies Unite to Resist British Oppression (pages 118-134)

- A. Restrictions on the colonists
- B. Opposition to British actions
- C. Unification of colonies
  1. Committee of Correspondence
  2. First Continental Congress
- D. Outbreak of the American Revolution

II. The Colonies Win Their Fight for Freedom (pages 135-155)

- A. Second Continental Congress
  1. Direction of American Revolution
  2. Declaration of Independence
- B. The American Revolution
  1. Battles
  2. Military leaders
  3. Foreign aid
  4. Comparative strengths and weaknesses of England and the colonies
  5. Treaty of 1783 (Paris)

Suggested Activities

See Introduction and Unit I.

Teacher's References

Channing, Edward, *History of the United States*, Volumes 1-3. New York, The Macmillan Company, 1912. pp. 134-140.

Tyler, M. C., *The Literary History of the American Revolution, 1763-1783.* New York, Putnam, 1897.

Van Tyne, Claude H., *The American Revolution, 1776-1783.* New York, Harper, 1905.

Visual Aids

Our Bill of Rights	SM 582.1	21 minutes
Our Constitution	SM 582.12	22 minutes
Our Declaration of Independence	SM 582.3	22 minutes
Bill of Rights	SM 582.37	20 minutes
Thomas Jefferson	SM 581.29	20 minutes
French and Indian War	SM 582.69	11 minutes
Our Living Declaration of Independence	SM 570.24	15 minutes
Our Living Constitution	SM 570.13	10 minutes
Winning Our Independence	SM 582.40	33 minutes

Unit III. Free Americans Form a Strong Democratic Union (1783-1823)

17 Days

In this unit the Declaration of Independence and the Constitution of the United States should be treated from a historical approach rather than a detailed or political science approach. The political science approach will be treated in grade nine.

Major Topics to Be Developed

1. Foundation of our democratic principles
2. Economic problems resulting from independence
3. Structure and functions of the Federal Government
4. Evolution in foreign affairs
5. Expansion of America
6. Government participation in internal improvement

Content

I. The States Unite Under a New Plan of Government (pages 160-184)

- A. The Original forms of government
  1. Second Continental Congress
  2. Accomplishments of the Articles of Confederation
- B. The Constitution (pages 185-215)
  1. Need
  2. Authors
  3. Organization
  4. Characteristics of the United States Government

II. The Federalist Build a Strong Government (pages 216-233)

- A. Domestic problems facing the new government
- B. Foreign problems in the Washington administration
- C. Formation of political parties

III. The United States Speaks Out in World Affairs (pages 234-252)

- A. Foreign relations under President Jefferson
- B. War of 1812
- C. Monroe Doctrine

IV. Americans Create New States Out of the Wilderness (pages 253-269)

A. Migration to new territories

B. Acquisition of Florida

C. Creation of new states

D. The Missouri Compromise

V. Roads, Canals, and Rails Bind the Nation Together (pages 270-286)

A. Improvement of roads

B. Development of waterways

C. Growth of railroads

Suggested Activities

See Introduction and Unit I.

Teacher's References

Beard, Charles A., *An Economic Interpretation of the Constitution of the United States*. New York, Macmillan Company, 1913.

Bowers, Claude G., *Jefferson in Power: The Death Struggle of the Federalists*. Boston, Houghton Mifflin Company, 1936.

Ferrand, Max, *The Framing of the Constitution of the United States*. New Haven, Yale University Press, 1913.

Fiske, John, *The Critical Period of American History, 1783-1789*. New York, Houghton Mifflin Company, 1888.

Jensen, Merrill, *The New Nation: A History of the United States During the Confederation, 1781-1789*. New York, Alfred A. Knopf, Inc., 1950.

Perkins, Dexter, *Hands Off: A History of the Monroe Doctrine*. Boston, Little, Brown and Company, 1941.

Warren, Charles, *The Making of the Constitution*. Boston, Little, Brown and Company, 1928.

Visual Aids

Our Monroe Doctrine	SM 582.16	22 minutes
Our Louisiana Purchase	SM 582.15	22 minutes
Romance of Louisiana	SM 582.31	20 minutes
Lewis and Clark	SM 581.23	17 minutes

The Federal Government: The Plan of Organization	SM 570.29	13 minutes
Meet Your Federal Government	SM 570.25	15 minutes
Territorial Expansion of the United States from 1783-1853	SM 582.34	20 minutes
War of 1812	SM 582.76	15 minutes

Unit IV. The Spirit of Democracy Grows in the Nation (1823-1860)

7 Days

Major Topics to Be Developed

1. The growth of democratic ideas and practices
2. The growth of political parties
3. The economic problems during the Jacksonian period
4. The social reform movements

Content

I. A New Party Directs the National Government (pages 292-306)

A. Democratic policies under Jackson

1. Emergence of the "common man"
2. Bank issue
3. Spoils system

B. Tariff controversy

1. Tariff of Abominations
2. Doctrine of nullification

II. Americans Improve and Enrich Their Ways of Life (pages 307-317)

A. Movements toward social reform

B. Extension of education

C. Development of American literature

Suggested Activities

See Introduction and Unit I.

Teacher's References

MacDonald, William, *Jacksonian Democracy, 1829-1837.* New York, Harper and Brothers, 1906.

Schlesinger, Arthur M., *The Age of Jackson.* Boston, Little, Brown and Company, 1945.

Visual Aids

Andrew Jackson	SM 581.19	20 minutes
Land of Liberty, Part II	SM 582.21	20 minutes
Susan B. Anthony	SM 581.18	20 minutes
Daniel Webster	SM 581.26	20 minutes

Unit V. Machines and Industry Spur America's Growth (1787-1860)

12 Days

Major Topics to Be Developed

1. The development of foreign trade
2. The causes and effects of the Industrial Revolution
3. The events leading to the annexation of Texas
4. The Mexican War
5. The acquisition of territory from Mexico
6. The dispute over the Oregon Territory

Content

I. Americans Find New Ways to Earn Their Livings (pages 322-350)

- A. Growth and development of trade
- B. The Industrial Revolution
  1. Technological contributions from Great Britain
  2. American inventions in industry
  3. American inventions in agriculture
  4. Effects on American life

II. The Nation Expands to the Pacific Ocean (pages 351-379)

- A. Settlement of Texas

1. Relations with Mexico
2. Struggle for independence
3. Annexation of Texas

B. The Mexican War

1. Disagreements with Mexico
2. Military leaders
3. Battles
4. Results
5. Treaty of Guadalupe Hidalgo, 1848

C. The Gadsden Purchase

D. Claims to Oregon

1. Explorations
2. Division
3. Treaty of 1846

E. Migrations to the West

Suggested Activities

See Introduction and Unit I.

Teacher's References

Clark, Victor S., *History of Manufacturers in the United States, 1607-1860.* Carnegie Institute of Washington, D. C., 1916.

DeVoto, Bernard A., *The Year of Decision: 1846.* Boston, Little, Brown and Company, 1943

Parkman, Francis, *The Oregon Trail.* New York, Doubleday and Company, 1959.

Turner, Frederick, *American Nation,* Volume 14, *Rise of the New West, 1819-1829.* New York, Harper and Brothers.

Visual Aids

Remember the Alamo	SM 582.42	39 minutes
United States Expansion: Texas and the Far Southwest	SM 582.62	13 minutes
Eli Whitney	SM 581.14	20 minutes
Inventions in America's Growth (1750-1850)	SM 582.59	11 minutes
Beginnings and Growth of Industrial America	SM 582.72	11 minutes

Unit VI. A Strong Nation Arises From the Ruins of War (1860-1865)

17 Days

In developing point four, "War between the States," it should be treated as a revolt of the Confederacy against the United States Government. *Our Pennsylvania Heritage*, Cornell and Altland, will be useful in relating the events of this period to Pennsylvania and Pittsburgh.

Major Topics to Be Developed

1. The issues of slavery
2. Intensification of sectionalism
3. Question of secession
4. War between the States
5. Period of Reconstruction

Content

I. The Northern and Southern States Pull Apart (pages 384-399)
   - A. The Missouri Compromise and the Compromise of 1850
   - B. Events leading to secession
   - C. Formation of the Confederacy

II. War Between North and South Threatens the Union (pages 400-420)
   - A. Resources of the Union and Confederacy
   - B. Military objectives of the Union
   - C. Important military events (Emphasis on Pennsylvania)
   - D. Emancipation Proclamation
   - E. Activities on the home front (Emphasis on Pittsburgh)

III. A Reunited Nation Rebuilds for the Future (pages 421-432)
   - A. Plans of Reconstruction
   - B. Problems and abuses during Reconstruction
   - C. Emergence of a new South

Suggested Activities

See Introduction and Unit I.

Teacher's References

Chadwick, French E., *American Nation*, Volume 19, *Causes of the Civil War, 1859-1861*. New York, Harper and Brothers, 1906.

Craven, Avery O., *The Coming of the Civil War*, New York, Charles Scribner's Sons, 1942.

Dumond, Dwight L., *The Secession Movement, 1860-1861*. New York, The Macmillan Company, 1931.

Dunning, William A., *American Nation*, Volume 22, *Reconstruction; Political and Economic*. New York, Harper and Brothers, 1907.

Randall, James G., *The Civil War and Reconstruction*. Boston, D. C. Heath and Company, 1937.

Rozwenc, Edwin C., *Slavery as a Cause of the Civil War*. Boston, D. C. Heath and Company, 1949.

Visual Aids

Civil War	SM 582.53	14 minutes
Robert E. Lee: A Background Study	SM 581.28	15 minutes
Lincoln in the White House	SM 581.70	20 minutes
Johnson and Reconstruction	SM 582.39	33 minutes
Lincoln Speaks at Gettysburg	SM 581.6	12 minutes

Review of First Semester

3 Days

(pages 2-435)

UNIT OUTLINES--SECOND SEMESTER

Unit VII. Americans Build a Strong Industrial Nation (1865-1917)

19 Days

Major Topics to Be Developed

1. The settlement of the Great Plains
2. The expansion of industry
3. The new methods and problems in business
4. The formation of labor unions
5. The social problems of urbanization
6. The abuses of big business
7. The regulation of business by government
8. The extension of political reforms

Content

I. Settlers Move into the Great Western Plains (pages 438-451)
   - A. Subjugation of the Indians
   - B. Development of the cattle industry
   - C. Homestead Act
   - D. Agricultural life on the Great Plains

II. Invention, Daring, and Skill Create New Industries (pages 452-469)
   - A. Impact of steel and oil upon industrial growth
   - B. Innovations in transportation and communications
   - C. Practical uses of electricity
   - D. Advancements in agriculture

III. Expanding Industries and Cities Create New Problems (pages 470-488)
   - A. Modification of business methods
   - B. Gains for organized labor
   - C. Attempts at solving city social problems

IV. Industrial Growth Challenges Democratic Goals (pages 489-500)

A. Threat of business monopolies

B. Need for governmental control

C. Political reforms

1. Merit system
2. Amendments to the Constitution

Suggested Activities

See Introduction and Unit I.

Teacher's References

Beard, Mary, *Short History of the American Labor Movement*. New York, The Macmillan Company, 1927.

Hendrick, Burton J., *Chronicles of America Series*, Volume 39, *The Age of Big Business*. New Haven, Yale University Press, 1950.

Kennedy, Gail, editor, *Democracy and the Gospel of Wealth*. Boston, D. C. Heath and Company, 1949.

Kirkland, Edward C., *A History of American Economic Life*. New York, F. S. Crofts and Company, 1939.

Mowry, George E., *Theodore Roosevelt and the Progressive Movement*. Madison, University of Wisconsin Press, 1946.

Perlman, Selig, *A History of Trade Unionism in the United States*. New York, The Macmillan Company, 1922.

Regier, C. C., *The Era of the Muckrakers*. University of North Carolina.

Schlesinger, Arthur M., *History of American Life*, Volume 10, *The Rise of the City, 1878-1898*. New York, The Macmillan Company, 1933.

Shannon, Fred A., *Economic History of the United States*, Volume 5, *Farmer's Last Frontier: Agriculture, 1860-1897*. New York, Farrar and Rhinehart, Inc., 1945.

Visual Aids

The Westward Movement (1790-1890)	SM 582.71	10 minutes
The Development of Transportation in the U.S.	SM 585.7	11 minutes
New Ways in Farming	SM 579.23	15 minutes
Land of Liberty--Part III	SM 582.22	20 minutes

The Agriculture Story SM 576.30 13 minutes

Labor Movement: Beginnings and Growth in America SM 589.12 13 minutes

Unit VIII. The Nation Takes a Leading Role in World Affairs (1865-1930)

19 Days

Major Topics to Be Developed

1. The United States foreign policy in Asia
2. The causes and effects of the Spanish-American War
3. The acquisition of new possessions
4. The development of the Panama Canal
5. The United States policy of immigration
6. The United States participation in World War I
7. The United States attitude toward world affairs
8. The 1920's in America

Content

I. The Nation Gains Influence Beyond Its Borders (pages 506-526)

A. Opening of trade with Japan

B. Boxer Rebellion

C. "Open Door" policy for China

D. Spanish-American War

1. Background
2. Battles
3. Treaty of 1898

E. New possessions

1. Alaska
2. Pacific
3. Caribbean

F. Importance of the Panama Canal

II. The United States Fights Tyranny in World War I (pages 527-546)

A. Immigration

1. Reasons
2. Sources and restrictions
3. Naturalization
4. Contributions

B. Beginning of World War I

1. Background
2. America's position

C. United States entry into World War I

1. Causes
2. Battles
3. Armistice

III. The Nation Shuns World Leadership but Prospers at Home (pages 547-560)

A. Attempts at world peace

1. Wilson's Fourteen Points
2. Treaty of Versailles
3. Rejection of the League of Nations

B. Postwar problems--World War I

C. Industrial prosperity in the 1920's

Suggested Activities

See Introduction and Unit I.

Teacher's References

Allen, Frederick L., *Only Yesterday*. New York, Bantam Books, 1959.

Bailey, Thomas A., *Wilson and the Great Betrayal*. New York, The Macmillan Company, 1945.

Brown, Francis J., and Roucek, J. S., editors, *One America*. New York, Prentice-Hall, Inc., 1952.

Faulkner, Harold U., *Chronicles of America Series*, Volume 51, *From Versailles to the New Deal*. New Haven, Yale University Press, 1950.

Pratt, Julius W., *Expansionists of 1898*. Baltimore, John Hopkins University, 1936.

Schriftgeisser, Karl, *This Was Normalcy*. Boston, Little, Brown and Company 1948.

Tansill, Charles C., *America Goes to War*. Boston, Little, Brown and Company, 1938.

Visual Aids

The Panama Canal	SM 574.42	11 minutes
United States Expansion Overseas (1893-1917)	SM 588.52	13 minutes
World War I: The Background	SM 582.74	13½ minutes
World War I: Building the Peace	SM 582.75	11 minutes
Immigration	SM 570.26	11 minutes
World War I (A Documentary on the Role of the U. S. A.)	SM 582.56	27 minutes

Unit IX. Americans Defend Democracy in a Troubled World (1930-1945)

20 Days

When discussing United States relationships with Canada, it is suggested that the Great Lakes-St. Lawrence Seaway (pages 676-677, Unit X) be included with Unit IX.

Major Topics to Be Developed

1. The causes and effects of the depression abroad and at home
2. The governmental attempts to relieve the depression
3. The analysis of the New Deal
4. The development of world interdependence
5. The United States relations with Canada and Latin America
6. The United States participation in World War II
7. The establishment of the United Nations

Content

I. The Nation Faces the Threat of World Depression (pages 566-586)

A. The Great Depression

1. Economic conditions in Europe after World War I
2. Changes in European political systems
3. Causes of the depression in the United States
4. Economic conditions in the United States during the depression

B. Federal legislation to combat the depression

1. Attempts to reduce unemployment
2. Programs to aid the farmer
3. Projects to stimulate business
4. Social Security Act of 1935
5. The Wagner Act

C. The pros and cons of the New Deal

II. The United States Becomes a Friendly Neighbor (pages 587-602)

A. Effects of the radio and the airplane on world relationships

B. The Dominion of Canada

1. History and geography
2. Government
3. Relations with the United States

C. Latin America

1. History and geography
2. Relations with the United States

III. Americans Fight Around the Globe in World War II (pages 603-629)

A. Background

B. Outbreak of World War II

1. Causes
2. Conquests of Hitler
3. America's position

C. United States entry into World War II

1. Causes
2. European operations
3. Pacific operations

D. The United Nations

1. Purpose
2. Formation
3. Organization

<u>Suggested Activities</u>

See Introduction and Unit I.

Teacher's References

Beard, Charles A., *American Foreign Policy in the Making, 1932-1940*. New Haven, Yale University Press, 1946.

Beard, Charles A., and Beard, M. R., *America in Midpassage*. New York, The Macmillan Company, 1939.

Cheever, Daniel S., and Haviland, H., *Organizing for Peace*. Boston, Houghton Mifflin Company, 1954.

Fuller, John F. C., *The Second World War, 1939-1945*. New York, Duell, Sloan and Pearce, Inc., 1949.

Grew, Joseph C., *Ten Years in Japan (1932-1942)*. New York, Simon and Schuster, Inc., 1944.

Wecter, Dixon, *The Age of the Great Depression, 1929-1941*. New York, The Macmillan Company, 1948.

Visual Aids

Japan's Surrender	SM 588.2	10 minutes
Victory Over Germany	SM 588.13	10 minutes
War Came to America	SM 582.43	16 minutes
Peace Builders	SM 588.11	10 minutes
The Peoples' Charter	SM 588.18	17 minutes
The United Nations and World Disputes	SM 588.37	21 minutes
The World at War	SM 588.39	44 minutes
We the Peoples	SM 588.40	8 minutes
World War II (Prologue, U.S.A.)	SM 582.57	28 minutes
Story of the St. Lawrence Seaway	SM 579.10	13 minutes
News Parade of 1938	SM 588.4	11 minutes
News Parade of 1939	SM 588.5	11 minutes
News Parade of 1942	SM 588.6	10 minutes
News Parade of 1943	SM 588.7	9 minutes
News Parade of 1944	SM 588.8	9 minutes
News Parade of 1945	SM 588.9	10 minutes

Unit X. American Democracy Meets the Communist Threat (1945-Present)

19 Days

Unit X contains many scattered incidents that happened throughout the World in the struggle against communism. It is unlikely that the teacher will be able to cover in detail many of these incidents; therefore, it is recommended that the teacher stress only those important incidents that affect the United States most directly. (For example, the Chinese reoccupation of Tibet should not be stressed.)

Major Topics to Be Developed

1. Development of the communistic state
2. Growth of the Soviet economy
3. Comparison of democracy and communism
4. United States leadership against communism
5. Increasing responsibility of the United States in world affairs
6. Major domestic issues of the present

Content

I. The Soviet Union Threatens the Free World (pages 634-648)

   A. Soviet Union under communism

      1. History
      2. Nature of communism
      3. Economic advances

   B. Opposition to communism

II. The United States Leads the Free World in Europe and Asia (pages 649-663)

   A. Policy of containment of communism in Europe

      1. Economic
      2. Military

   B. United States policy in Asia after World War II

      1. Restoration of Japan
      2. Revolution in China
      3. Korean conflict

III. The United States Works for Peace Throughout the World (pages 664-678)

A. Meeting the communist challenge in the 1950's

1. Europe
2. Asia
3. Latin America

B. Mutual defense alliances

IV. The Nation Grows Stronger at Home While Seeking World Peace (pages 679-705)

A. Guarding the nation's security

B. Political changes and problems

C. Statehood for Alaska and Hawaii

D. Effects of technological advancements

Suggested Activities

See Introduction and Unit I.

Teacher's References

Hutchins, Robert M., and Adler, Mortimer J., editors, *The Great Ideas Today, 1961-1962*, 2 Volumes. Chicago, Encyclopaedia Britannica, 1961.

Ingram, Kenneth, *History of the Cold War*, New York, Philosophical Library, Inc., 1955.

Lovenstein, Meno, *Capitalism, Communism, Socialism*. Minneapolis, Curriculum Resources, 1962.

Swisher, Carl Brent, *The Theory and Practice of American National Government*. Boston, Houghton Mifflin Company, 1951.

White, Theodore H., *The Making of the President, 1960*. New York, Atheneum Publishers, 1961.

Visual Aids

Alaska's Modern Agriculture	SM 579.0	15 minutes
Hawaii--The Island State	SM 579.1	20 minutes
Hawaii's History: Kingdom to Statehood	SM 579.40	14 minutes
Radiological Defense	SM 557.3	30 minutes

Review of Second Semester

3 Days

(pages 436-705)

GENERAL TEACHER'S REFERENCES

Bailey, Thomas A., *A Diplomatic History of the American People*, 6th edition. New York, Appleton-Century-Crofts, 1958.

Biesele, Rudolph L., Ezell, John S., and Fite, Gilbert C., editors, *Readings in American History*, Volume 1, 1492-1865. Boston, Houghton Mifflin Company, 1952.

Cartwright, William H., and Watson, Richard L. Jr., co-editors, *Interpreting and Teaching American History*. Thirty-first Yearbook, National Council for the Social Studies, Washington, D.C., 1961.

Commager, Henry Steele, editor, *Documents of American History*, 5th edition. New York, Appleton-Century-Crofts, 1949.

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Hofstadter, Richard, Miller, William, and Aaron, Daniel, *The United States: The History of a Republic*. Englewood Cliffs, Prentice-Hall, Inc., 1957.

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Starr, Isidore, Todd, Lewis P., Curti, Merle, editors, *Living American Documents*. New York, Harcourt, Brace and World, Inc., 1961.

SUPPLEMENTARY READINGS FOR TEACHERS AND ABLE STUDENTS

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Colonial Period

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Jordan, Mildred A., *One Red Rose Forever*. New York, Alfred A. Knopf, Inc., 1941.

The story of Baron Von Stiegal and his glassworks

Lathrop, Elise L., *Historic Houses of Early America*. New York, Tudor Publishing Company, 1936.

Stories about these houses and such men as Washington, Jefferson, George Mason, Paul Revere, and Quincy Adams who lived in them

Meadows, Denis, *Five Remarkable Englishmen*. New York, Devin-Adair Company, 1961.

A new look at the lives and times of Sir Walter Raleigh, Captain John Smith, John Winthrop, William Penn, and James Oglethorpe

Seton, Anya, *The Winthrop Woman*. Boston, Houghton Mifflin Company, 1958.

A story of Puritan New England

Revolutionary Period

Brick, John, *Strong Men*. New York, Doubleday and Company, 1959.

Valley Forge 1777-1778

Thane, Elswyth (pseudonym), *Dawn's Early Light*. London, Robert Hale, Ltd., 1954.

Williamsburg family life

——— *Washington's Lady*. New York, Dodd, Mead and Company, 1960.

An intimate glimpse into the lives of Washington and his wife at Mt. Vernon and Valley Forge

Civil War

American Heritage (periodical), *Picture History of the Civil War*. New York, American Heritage Publishing Company, 1960.

Colored photos and black and white pictures of maneuvers of famous battles

Catton, Bruce, *The Centennial History of the Civil War*, Volume 1, *Coming Fury*. New York, Doubleday and Company, 1961.

1860 Convention through the Battle of Bull Run

——— *Glory Road*. New York, Doubleday and Company, 1961.

The Army of the Potomac from Fredericksburg to Gettysburg

——— *Grant Moves South*. Boston, Little, Brown and Company, 1960.

Biography of Grant and his campaign

——— *Mr. Lincoln's Army*. New York, Doubleday and Company, 1951.

General McClellan's Army

——— *Stillness at Appomattox*. New York, Doubleday and Company, 1953.

Soldier's view of the last year of the war--A Pulitzer prize winner

——— *This Hallowed Ground*, Mainstream of America Series, New York, Doubleday and Company, 1956.

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Commager, Henry Steele, editor, *The Blue and the Gray*, 2 Volumes. Indianapolis, Bobbs-Merrill Company, Inc., 1950.

Two-volume story of the war as told by participants

Davis, Burke, *Jeb Stuart, The Last Cavalier*. New York, Rhinehart and Company, Inc., 1957.

Stuart's life story

Grant, Ulysses S., *Personal Memoirs*. Greenwich, Connecticut, Fawcett Publications, Inc., 1962.

Premier Civil War Classics--a one-volume abridgement of Grant's memoirs

Kane, Harnett T., *Bride of Fortune*. New York, Doubleday and Company, 1959.

Private life of Jefferson Davis

——— *Gallant Mrs. Stonewall*. New York, Doubleday and Company, 1957.

Private life of Stonewall Jackson

——— *Lady of Arlington*, New York, Doubleday and Company, 1953.

Private life of Robert E. Lee

Mitchell, Margaret, *Gone With the Wind*. New York, The Macmillan Company, 1936.

Conditions in the South during and after the war

Pratt, Fletcher, A *Short History of the Civil War*, A cardinal edition. New York, Pocket Books Inc., 1958.

Stern, Philip Van Doren, editor, *Prologue to Sumter*. Bloomington, Indiana, University Press, 1961.

From John Brown's Raid through Fort Sumter incident

Thane, Elswyth (pseudonym), *Yankee Stranger*. London, Robert Hale, Ltd., 1954.

From Williamsburg in 1860, to Richmond and Washington and back to Williamsburg

World War I

Thane, Elswyth (pseudonym), *Kissing Kin*. London, Robert Hale, Ltd., 1954.

Williamsburg and London during World War I

——. *Light Heart*. London, Robert Hale, Ltd., 1954.

Williamsburg, New York, and London during World War I

World War II

Fenno, Richard F., editor, *The Yalta Conference*. Boston, D. C. Heath and Company, 1955.

Pyle, Ernest T., *Here Is Your War*. New York, Henry Holt and Company, Inc., 1943.

American soldier in Africa

Thane, Elswyth (pseudonym), *Homing*. New York, Duell, Sloan and Pearce, Inc., 1957.

England during World War II

Since World War II

Anderson, William R., with Blair, Clay Jr., *Nautilus 90 North*. Cleveland, World Publishing Company, 1959.

The trip under the ice pack